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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the effect of training college students in listening and notetaking skills on learning from lecture, (2) an enriched language arts curriculum for gifted primary school students, (3) the effects of a student self-generated spelling word list method, (4) the development of a curriculum in language arts for gifted and talented students in grades 9 through 12, (5) the design and implementation of a teaching strategy for language arts intended to bring about predictable learning outcomes, (6) the effects of retroactive and proactive interference in vocabulary learning, and (7) the effects of the keyword method on vocabulary comprehension and usage in fourth grade students. (FL)

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Daly, Kathleen Lonze
THE EFFECT OF TRAINING COLLEGE STUDENTS IN LISTENING AND NOTETAKING SKILLS ON LEARNING FROM LECTURE

Hegeman, Kathryn Therese
AN ENRICHED LANGUAGE ARTS CURRICULUM FOR GIFTED PRIMARY STUDENTS

Hudson, Thomas Rodney
STUDENT SELF-GENERATED SPELLING WORD LIST METHOD

Lyons, Brenda Rogers
DEVELOPMENT OF A CURRICULUM DESIGN IN LANGUAGE ARTS FOR GIFTED AND TALENTED STUDENTS IN GRADES NINE THROUGH TWELVE

Morris, Vivian Jennette Ponds
THE DESIGN AND IMPLEMENTATION OF A TEACHING STRATEGY FOR LANGUAGE ARTS AT CHIPLEY HIGH SCHOOL THAT WILL BRING ABOUT PREDICTABLE LEARNING OUTCOMES

Shaughnessy, Michael F.
A LEVELS OF PROCESSING AND EXAMINATION OF THE EFFECTS OF RETROACTIVE AND PROACTIVE INTERFERENCE IN VOCABULARY LEARNING

Whisler, Nancy G.
EFFECTS OF THE KEYWORD METHOD ON VOCABULARY COMPREHENSION AND USAGE IN FOURTH GRADE

THE EFFECT OF TRAINING COLLEGE STUDENTS IN LISTENING AND NOTETAKING SKILLS ON LEARNING FROM LECTURE

Order No. DA8404142

DALY, KATHLEEN LONZE, PH.D. *University of Minnesota*, 1983. 91pp.

The purpose of the study was to determine the effectiveness of different methods of teaching listening and notetaking skills to college students to improve their learning from lecture.

The study compared four instructional methods: listening and notetaking training, listening training, notetaking training, and no training (control). Listening training required subjects to analyze and identify lecture structures and to record lecture notes as they usually would. Notetaking training required subjects to use a two-columned method for recording and processing lecture information during and after the lecture. Listening and notetaking training required subjects to analyze and identify lecture structures and to use a two-columned method for recording and processing lecture information during and after the lecture. Control subjects received career awareness information and were instructed to record notes as they usually would. College students enrolled in an introduction to psychology course were randomly assigned to one of four treatment groups and received training for 10 in-class sessions.

A two-way analysis of variance was used to examine differences among experimental groups and between females and males for total lecture and total lecture and text information recalled on final exam, total grade points earned for the course, and number of idea units recorded in one set of post-training notes. The .05 level of significance was used for statistical analyses. Pearson product-moment correlation coefficients were computed to assess relationships among the four criterion variables.

No significant differences in performance were found among experimental groups for the four criterion variables. However, females recorded a significantly greater number of idea units than males, $p = .001$. In addition, mean differences favoring females were found that approached significance for performance on lecture items from the final exam ($p = .067$) and for total grade points ($p = .053$). High correlations were found for performance on the final exam to total grade points ($r = .89$), recall of lecture information to recall of lecture and text information ($r = .85$), recall of lecture information to total grade points ($r = .80$). Idea units were positively but not highly correlated to final exam ($r = .28$), total grade points ($r = .27$), or lecture items ($r = .21$)

AN ENRICHED LANGUAGE ARTS CURRICULUM FOR GIFTED PRIMARY STUDENTS

Order No. DA8403262

HEGEMAN, KATHRYN THERESE, ED.D. *Columbia University Teachers College*, 1983. 273pp. Sponsor: Professor A. Harry Passow

The problem addressed here is the lack of a comprehensive primary language arts curriculum and instructional materials for gifted children in the regular classroom. A major vehicle for curriculum change is materials. Good materials are not readily available for gifted primary children.

The purpose of this project was to develop and field test an enriched language arts program for gifted primary students in the regular classroom. In order to accomplish this overall goal, three specific tasks were undertaken: (a) A review of the literature helped to define a rationale and to suggest a model for curriculum design. (b) Based on this model, materials were designed to provide a creative and effective means of implementing an enriched language arts program for gifted primary children. (c) The materials were field tested. This included training for primary teachers aimed at developing their instructional competencies in the use of these materials with gifted children.

These materials were introduced through inservice sessions to a group of first grade teachers in a New York City public school district. Four sets of materials were developed. The materials were designed to develop and enhance gifted first grade children's language arts skills by cultivating a reading-speaking-writing-thinking connection. The tasks were planned to help children develop a broad range of language skills.

Through this project the district implemented a language arts enrichment program for gifted first-grade students. The overall goal calling for the development of materials and the training of teachers using these materials was realized. The following sets of interdisciplinary language arts materials were made available after the conclusion of the project as finished products for dissemination: (a) Social Concepts and Affective Development Cards; (b) What to Do? Creative Problem Solving Cards; (c) Our Community; (d) The Animal Kingdom.

Teacher input during the process of instructional design appeared to be helpful and seemed to enhance the development of effective language arts curricular materials. Planned sharing offered both teachers and designer an opportunity to coordinate ideas and think about classroom activities that impact upon the materials usefulness with gifted children.

STUDENT SELF-GENERATED SPELLING WORD LIST METHOD

Order No. DA8401723

HUDSON, THOMAS RODNEY, ED.D. *Brigham Young University*, 1983. 93pp. Chairman: Callis R. Harms

It was the purpose of this study to compare the spelling achievement of the fourth, fifth and sixth grade classes who were taught using a student self-generated spelling word list method with fourth, fifth, and sixth grade classes who were taught using commercially prepared spelling programs. The method used was for the students to generate and choose words for their own weekly spelling lists. An Apple computer was used for record keeping and production of worksheets. The experimental and control groups were white, lower-middle class students from rural Utah. The findings were: the fourth grade experimental group did not do as well as the control group which used a commercial spelling program; the fifth grade experimental groups did as well as the control groups and the sixth grade experimental group made significantly greater gains than the control group with an average gain of 3.1 years in spelling achievement. The self-generation method cost less than the commercial programs and reduced the amount of teacher time spent on spelling instruction.

DEVELOPMENT OF A CURRICULUM DESIGN IN LANGUAGE ARTS FOR GIFTED AND TALENTED STUDENTS IN GRADES NINE THROUGH TWELVE

Order No. DA8325824

LYONS, BRENDA ROGERS, ED.D. *Oklahoma State University*, 1983. 273pp.

Scope of Study. This study was concerned with the formulation of a curriculum model for gifted language arts in grades nine through twelve. It was based on two components: an extensive review of the literature and a research survey. The literature review covered six areas: the exceptional child, the gifted and talented learner, curriculum, curriculum for the gifted, language arts or English, and language arts for the gifted. The research instrument was sent to schools which had existing gifted education programs in each of the 50 states.

Findings and Conclusions. Based on information from these two sources, a gifted language arts curriculum model for grades nine through twelve was developed. Areas of the curriculum development model included aims, goals, and objectives; content, learning activities, and evaluation techniques. Areas of the language arts program included literature, language, composition, communication (speaking and listening), and the mass media. It was hoped that this curriculum model would be helpful to secondary instructors of the gifted as well as higher education instructors of curriculum and instruction.

THE DESIGN AND IMPLEMENTATION OF A TEACHING STRATEGY FOR LANGUAGE ARTS AT CHIPLEY HIGH SCHOOL THAT WILL BRING ABOUT PREDICTABLE LEARNING OUTCOMES

Order No. DA8404748

MORRIS, VIVIAN JENNETTE PONDS, ED.D. *The Florida State University*, 1983. 144pp. Major Professor: John H. Bolden, Ed.D.

This study combined a pedagogical approach (mastery learning) and a teaching modality (learning style) as a teaching strategy for

bringing about greater results in student learning outcomes. The experimental group utilized the instructional units designed for mastery learning and was given a learning style inventory. The control group was taught using a traditional method of instruction and was not given the *Learning Style Inventory*. The design employed was a pretest and posttest nonequivalent control group.

$$\frac{O_1 \times O_2}{O_3 \quad O_4}.$$

Subjects for this project were 18 students enrolled in a 10th grade remedial English class who scored below the 50th percentile on the *Comprehensive Test of Basic Skills* given in 1982.

The investigator administered the *Learning Style Inventory* and presented the instructional units to the experimental group. The pretest and posttest of the *California Test of Basic Skills* were administered by classroom teachers and the guidance counselor.

Analysis of pretest and posttest scores obtained by administration of the California Test of Basic Skills, indicate that the achievements of the experimental group were greater than those of the control group. While four areas appeared to show greater gains than the control class (comprehension, spelling, expression and total language), however, this could have been by chance according to the *t*-test. There were significant gains over the control class in three areas: vocabulary, total reading and mechanics. Three students in the experimental group scored at or above the 50th percentile and were placed in a regular class.

A LEVELS OF PROCESSING AND EXAMINATION OF THE EFFECTS OF RETROACTIVE AND PROACTIVE INTERFERENCE IN VOCABULARY LEARNING

Order No. DA8404848

SHAUGHNESSY, MICHAEL F., ED.D. *The University of Nebraska - Lincoln*, 1983. 134pp. Adviser: John A. Glover

The "levels of processing" paradigm has been extensively investigated since it's inception in 1972. Despite positive results in the literature critics continue to attack this perspective particularly regarding the lack of an operational definition. Utilizing resistance to retroactive and proactive interference as a perspective from which to examine the "levels" perspective, three experiments are conducted to investigate the effects of retroactive and proactive interference on vocabulary words which have been subjected to varying levels of processing. The results are reported, educational implications examined and suggestions for future research are offered.

EFFECTS OF THE KEYWORD METHOD ON VOCABULARY COMPREHENSION AND USAGE IN FOURTH GRADE

Order No. DA8327911

WHISLER, NANCY G., ED.D. *Brigham Young University*, 1983. 210pp. Chairman: J. Lloyd Eldredge

This study compared the effectiveness of teaching vocabulary by the individually preferred, mnemonic keyword, and induced transfer methods on immediate and delayed vocabulary comprehension and usage measures. In a group-administered situation, all students in six fourth grade classes were taught thirty-six unfamiliar basic reading words in a counterbalanced/equivalent materials design.

Keyword method means were higher than individually preferred and induced transfer means in 75 percent of the comparisons, but only 23 percent reached statistical significance. Conclusions were: (1) the keyword method is more effective than the individually preferred and induced transfer methods immediately after learning, but not one month later, (2) dependent variables of good and poor readers were not affected by instructional method, (3) loss in vocabulary learning over a four week period was greater on words learned by the keyword method, and (4) there were low to moderate correlations between treatment methods of .33 to .78, dependent variables of .62 to .75, and total reading ability and treatment method of .59 to .71.

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